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ABSTRACT

Tested by vocational agriculture teachers in four states, this teacher's manual is part of an effort to implement the 15-year old Building Our American Communities Program in secondary schools. The manual contains detailed plans and materials for 10 lessons which cover all aspects of designing, implementing, and evaluating a community development project. Each lesson plan details the enterprise or activity, content to be covered, student objectives, interest approach, practical applications, additional activities, review questions and answers, and masters for student worksheets. The lesson topics are: "Understanding the Community," "Relating Vocational Agriculture and the Community," "Identifying Community Needs," "Identifying Potential Projects," "Deciding on the Project," "Getting Ready for Action," "Making Things Happen," and "Learning from What We Did." (NEC)

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COMMUNITY DEVELOPMENT

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...FFA STYLE

TEACHER'S MANUAL

RC015647

COMMUNITY DEVELOPMENT · FFA STYLE

Teacher's Manual

James Clouse, Professor
Agricultural Education
Virginia Polytechnic Institute and State University

and

Lee Cary, Professor
Community Development
University of Missouri-Columbia

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and sponsored by the
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Understanding the Community

Chapter I

Teacher's Plan

Enterprise or Activity:
Community Development

Content to be Covered:
Understanding the Community

Student Objectives:
In this chapter the student will learn to:

1. Describe a community as it affects people.
2. Explain how agriculture is an important part of the community.
3. Identify the occupations of people in a community.

Interest Approach:

Have each student use the word-search on "What's In My Community?" (See Activity Master 1-1, 1-2 and 1-3).

After a brief class discussion, it will be apparent that the students do not agree on the meaning of the term "community." This should lead into a listing of questions concerning community boundaries and people within a community.

Practical Application:

Determining the boundaries of your chapter's community.

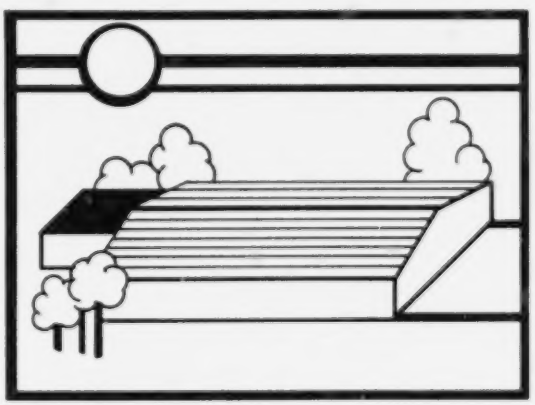
Collect information about your community by having each student draw a map of his or her community. This map would be based on the activities of their families. Each student would indicate on the map the location where individual and family activities are carried out. See Activity Master 1-4 for a list of places to include. Using the chalkboard, prepare composite lists of the places where students and their families attend church, go for recreation, work and shop. It will be seen that where people go varies and that their communities are different.

Practical Application:

Determining how agriculture is an important part of your community.

A copy of the latest agricultural census, the yellow pages of the local telephone book, and a listing of local businesses, if available from the Chamber of Commerce, will help the students learn about the importance of agriculture in the community.

The recent agricultural census for the county will provide a good indication of how important farming and production agriculture is to the community. By surveying the yellow pages of the telephone book, students may develop a list of the types and number of agricultural businesses and industries in the community. A list of businesses provided by the local chamber of commerce or local extension office will also give some indication about the importance of agriculture.



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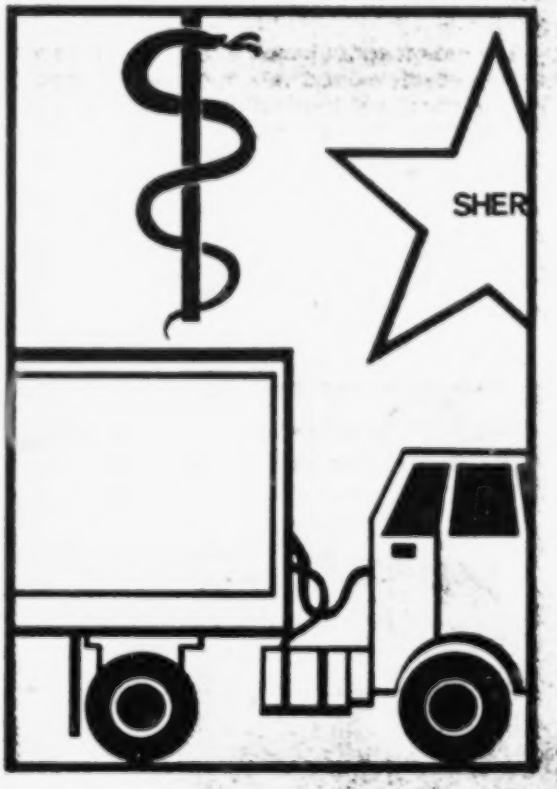
Practical Application:

Determining the occupations of people in your community.

Getting students to identify both the agricultural and the non-agricultural occupations of people in a community encourages them to have a clearer understanding of their community. The students will also have a better idea of the job opportunities available in the area.

Have each chapter member develop a list of individuals and information asked for in Activity Master 1-5. After the students have completed their list, combine the lists so there is a more complete picture of the people and the occupations in the community.



Additional Activities

1. You may have your students survey one or more adult groups in the community to see if their community boundaries are different from those of the chapter members.
2. Selected people from the community may be invited to talk to the chapter about the importance of agriculture in the community. Some possibilities are an extension agent, local banker, a farmer, etc. These people also might be interviewed by one or two students.
3. The students might make a survey of one or more rural portions of the community to see where the people work and what their jobs are.

Review Questions and Answers

1. What determines the boundaries of a community?

   The determination of the boundaries of a community is not difficult once the community has been identified. The boundaries may be dependent on many factors and may vary depending on the situation and the purpose of the definition. Usually the community is defined based on group common bonds or purposes rather than on specific geographic boundaries on a map.

2. What are six important dimensions of a community that are particularly important?

   The dimensions of a community reflect the effect that different systems have on the lives of the people. The dimensions of a community are: people, a social organization or organizations, a cultural system, an economic system, a place and a political or decision-making system.

3. What are the types of production agriculture jobs in your community?

   In most rural or suburban communities, production agriculture of some type is im-

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portant. Production may be less important in the urban setting, but even there one may find a close relation between the jobs of many people and production agriculture. The types of production agricultural jobs vary considerably, but it is usually easy to identify the different types and learn something about the number of people involved.

4. What are the agribusiness jobs in your community?

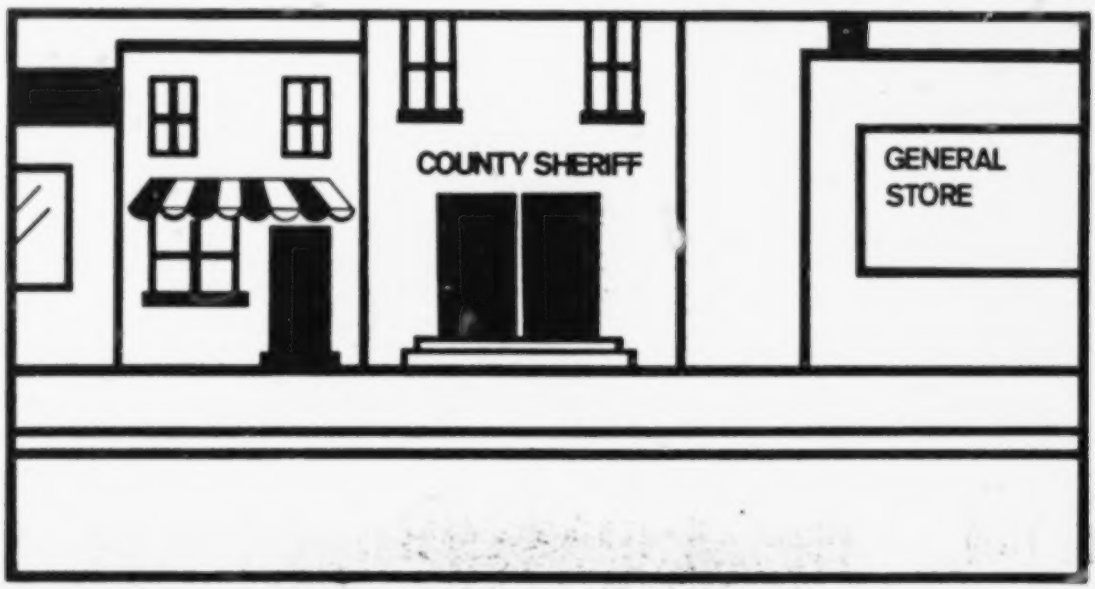
   Service agricultural jobs are dependent on production; however, they may not be located in the same community where the production takes place. Transportation, quantity sales and services, and size of service area play a role in where many of these service jobs are located. Service occupations involve providing input to the producer and processing and marketing products of the producer.

5. What evidence do you find that agriculture is important in your community?

   Some of the indicators of the importance of agriculture in a community are the number of people involved directly and indirectly, the economic impact of agriculture on the community, the types of participation by people in agriculture, the amount of land devoted to agriculture, both farm and non-farm, and the influence that agriculture has on community life.

6. Why should your chapter spend time learning about your community?

   It is important for the chapter to learn all it can about the local community. This helps in chapter decision-making about activities, where help can be obtained and where support or opposition may develop. Knowing your community is fundamental to getting community backing, and thus is essential for the success of any chapter project or activity.



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What Is In My Community? (Word Search)

ACTIVITY MASTER 1-1

C I V I C O R G A N I Z A T I O N S C
H O T E L R E C R E A T I O N Q H D O
U Y E V Q G S E G D U J A I L O O L L
R R L I L A W Y E R S K X A P C S O L
C T E L E N V I R O N M E N T A P N E
H S P L J I H E L P U K R O Z O I Y G
I U H A O Z L E T S A W R A P B T E E
G D O G B A L Z E L D S N Q F H A R N
H N N E S T A U Q X Y R A R B I L J E
W I E D O I M S T N A R U A T S E R M
A X A W P O S T O F F I C E B A N K E
Y O N S A N I T A T I O N O I D A R R
R E P A P S W E N S E I T I L I T U I
T H E A T E R A N C H Z L O O H C S F
P S K L A N D O O F R K B E C I L O P

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What Is In My Community? (Word Search)

C I V I C O R G A N I Z A T I O N S C
H O T E L R E C R E A T I O N Q H D O
U Y E V Q G S E G D U J A I L O O L L
R R L I L A W Y E R S K X A P C S O L
C T E L E N V I R O N M E N T A P N E
H S P L J I H E L P U K R O Z O I Y G
I U H A O Z L E T S A W R A P B T E E
G D O G B A L Z E L D S N Q F H A R N
H N N E S T A U Q X Y R A R B I L J E
W I E D O I M S T N A R U A T S E R M
A X A W P O S T O F F I C E B A N K E
Y O N S A N I T A T I O N O I D A R R
R E P A P S W E N S E I T I L I T U I
T H E A T E R A N C H Z L O O H C S F
P S K L A N D O O F R K B E C I L O P

AM 1-2

What Is In My Community? (Word Search)

BANK
BOAC
CHURCH
CIVIC ORGANIZATIONS
COLLEGE
DOCTORS
ENVIRONMENT
FARM
FIREMEN
FOOD
F.H.A.
HELP
HIGHWAY
HOSPITAL
HOTEL
INDUSTRY
JAIL
JOBS
JUDGES
LAKE
LAND
LAWYERS
LIBRARY
MALL
MUSEUM
NEWSPAPER
ORGANIZATIONS
POLICE
POST OFFICE
RADIO
RANCH
RECREATION
RESTAURANTS
R.J. REYNOLDS
ROADS
SANITATION
SCHOOL
SHOP
TELEPHONE
T.V.
THEATER
TOWN
UTILITIES
VET
VILLAGE
WASTE

COMMUNITY MAKE-UP

Outline the geographic area of your community on a map and use symbols or numbers to locate each of the following:

1. Churches

2. Schools

3. Recreation areas

4. Cultural facilities

5. Health facilities

6. Major agricultural businesses

7. Principal places of employment

8. Where people transact their government business

9. Major buying and selling areas

10. Headquarters of civic and social organizations

11. Miscellaneous

OCCUPATIONS CHECK LIST

List the people, occupations or businesses in your local community as follows:

1. **People engaged in the production of agricultural products by type of farming.**

2. **Professional workers such as teachers, doctors, lawyers, ministers, government workers, etc.**

3. **Service occupations such as auto mechanics, appliance repairmen, etc.**

4. **Businesses and jobs of those who supply farmers with the products and services required for production such as feed, fuel, fertilizer, chemicals, etc.**

5. **Businesses and jobs of those who process or market farm products.**

6. **Occupations or jobs in large business organizations.**

7. **Occupations or jobs in local factories or manufacturing plants.**

Relating Vocational Agriculture and the Community

Chapter II

Teacher's Plan

Enterprise or Activity:
Community Development

Content to be Covered:
Relating Vocational Agriculture and the Community

Student Objectives:
In this chapter the student will learn to:

1. Explain how the instruction in vocational agriculture assists in community development.
2. Explain how the FFA provides a means of participation for many students in community development.
3. Explain how supervised occupational experience programs help students get involved in community development.
4. Explain the place of the Adult and Young Farmer Program in community development.

Interest Approach:

Four important parts of a good local vocational agriculture program are the in-class work, FFA, Supervised Occupational Experience Program and the Adult and Young Farmer Program.

Divide the class or chapter into four subgroups. Have each group take one of these parts and list ways it is related to community development. Bring the total group together and have each subgroup share its list. Follow this with discussion and study how the vocational agriculture program is related to good community development.

Practical Application:

Explaining how vocational agriculture instruction assists in community development.

Relating community development activities to the agricultural instructional program keeps interest at a high level while at the same time providing for the immediate application of the material learned. Have the students in one or more of the agricultural classes compare their course content for the year with the list of ideas developed in the "Interest Approach" for this chapter. After determining related activities, they may want to rank the activities based on the degree or closeness of the relationship.

Practical Application:

Explaining how the FFA provides a means of participation in community improvement.

Why is the FFA a good means of participation in community improvement for many students? This question needs to be explored with the students. The student should make lists of the individual achievement areas and the chapter award programs. After making the lists, chapter members should select those

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that seem most appropriate for them and which may lead to community improvement. See Activity Master 2-1 and 2-2 for ideas.

Practical Application:

Explaining how a well-supervised occupational experience program helps get students involved in community development.

One of the parts of vocational agriculture that makes it vocational is the supervised occupation experience program carried out by each student. The total program is designed to help the student select, prepare for, gain entrance into and advance in an agricultural occupation. These occupational choices are based on the needs and desires of the student as well as the needs of society and the local community.

Have each student interview local people involved in the occupation to which the student aspires. The students should learn all they can about the occupation but also the role that person plays in the community and its improvement. The students will then share with their classmates what they have learned.

Practical Application:

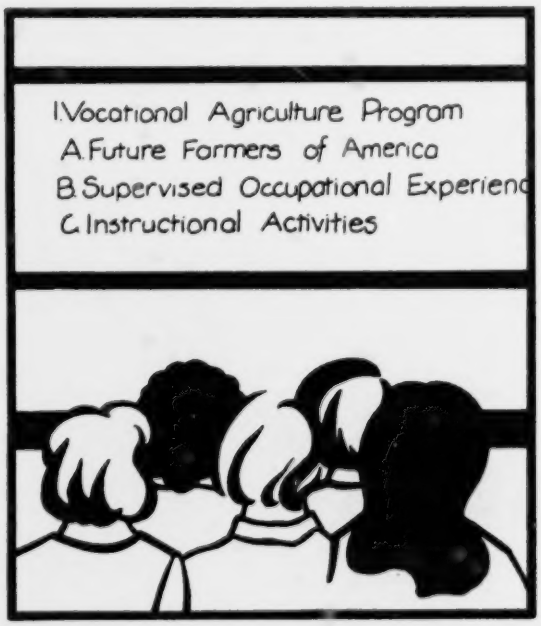
Explaining the place of the Adult and Young Farmer Program in community development.

An important part of the total vocational agriculture program that is frequently overlooked in FFA community development programs is the Adult and Young Farmer portion. These groups are often highly motivated and are influential in helping decide what needs to be done and in getting it done. The chapter should survey or interview the adult and young farmer classes at the school, collecting ideas about possible activities and getting their support.

It may also be helpful to have one or more of the FFA chapter members meet with the adult classes to explain projects and obtain their input.

Additional Activities

1. Have the chapter members review past copies of the BOAC National Convention Report and list how the projects carried out are related to class instruction or the supervised occupational experience programs of the students.
2. Each chapter member should become familiar with the FFA publications that are related to community development. These are available from the National FFA Center, and information may be found in the National FFA Supply Service Catalog.
3. The chapter committee responsible for a community development activity can meet with the adult farmer or young farmer group officers to discuss their plans and adjustments to fit the needs of the community.


I. Vocational Agriculture Program
A. Future Farmers of America
B. Supervised Occupational Experienc
C. Instructional Activities

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Review Questions and Answers

1. What are the four major parts of a local vocational agriculture program?

   It is important for the teacher and students to understand and appreciate the importance of each major part of a strong vocational agriculture program. These are:

   a. **The instructional activities usually carried out in the classroom, shop and laboratory.**

   b. **The Future Farmers of America organization emphasizing leadership, cooperation and positive community service.**

   c. **The supervised occupational experience program through which the student gets practical experience at home, at school or on the job.**

   d. **Adult and Young Farmer instruction and activities designed to provide help for those becoming established and making advancement and adjustments in an agricultural occupation.**

2. How can each of these major parts contribute to community development?

   These four parts are interrelated and directly involved in community development. Students learn, through study, how the community development process works and how they as an FFA chapter can plan and carry out an activity. Through their supervised occupational experience programs, they get practical experience working under supervision. By involving adults in the process, the teacher and students gain much help and expertise while participating in a valuable learning experience involving a cross section of the community.

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AGRICULTURAL PROFICIENCY AWARD AREAS

Agricultural Electrification
Agricultural Mechanics
Agricultural Processing
Agricultural Sales and/or Service
Beef Production
Cereal Grain Production
Dairy Production
Diversified Crop Production
Diversified Livestock Production
Feed Grain Production
Fiber Crop Production
Floriculture
Forage Production
Forest Management
Fruit and/or Vegetable Production
Home and/or Farmstead Improvement
Horse
Nursery Operations
Oil Crop Production
Outdoor Recreation
Placement in Agricultural Production
Poultry Production
Sheep Production
Soil and Water Management
Specialty Animal Production
Specialty Crop Production
Swine Production
Turf and Landscape Management
Wildlife Management

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FFA GROUP OR CHAPTER AWARD PROGRAMS

BUILDING OUR AMERICAN COMMUNITIES (BOAC)

THE FFA ENERGY CHALLENGE

NATIONAL FFA CONTESTS

- Agricultural Mechanics
- Dairy Cattle
- Farm Business Management
- Floriculture
- Forestry
- Livestock
- Meats
- Nursery/Landscape

NATIONAL CHAPTER AWARD

FOOD FOR AMERICA

CHAPTER SAFETY AWARD

Identifying Community Needs

Chapter III

Teacher's Plan

Enterprise or Activity:
Community Development

Content to be Covered:
Identifying Community Needs

Student Objectives:
In this chapter the student will learn to:

1. Identify groups and organizations with which the chapter might work.
2. Identify people and programs that "make things happen" in the community.
3. Identify community needs.

Interest Approach:

Have each student name one group and one individual in the community that help "make things happen."

Ask each student to give several reasons for his/her "nominations" including one example of this person's or group's ability to "make things happen." Note if there is overlap in those nominated and have students think of others who might be added to this list. Why weren't these individuals and groups mentioned earlier? This will help students to begin to think how to identify key groups and individuals in the community and the role they play in community events.

Practical Application:

Identifying groups and organizations that might help the chapter.

A directory of local agencies and organizations, the yellow pages of the telephone book, or any other listing of local groups will help the student to: (1) realize the number and diversity of local agencies and organizations; and (2) begin to identify which ones might be particularly helpful to the chapter. Some groups might be considered helpful to the chapter under all circumstances. Others will be of help depending upon what project the chapter has selected. For example, organizations such as the American Red Cross, state safety council, volunteer fire department, and others will be very helpful to the chapter if it selects a volunteer emergency service as its project. (See Activity Master 3-1)

Practical Application:

Determining the people who "make things happen" in the community.

Developing a list of people who "make things happen" accomplishes two objectives. Students learn that (1) there are many people who are important in the community; and (2) people are considered important for many different reasons—wealth (money and land); the position they hold (president of the bank); special knowledge and skills (the town historian); and for many other reasons. After the list has been compiled, the student should try

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to determine what impact each of these persons has on the community and whether this impact is beneficial or not. The students may want to rank the names on their list in the order of their importance (most important listed first) or in order of their contributions to the community.

Practical Application:

Identifying community needs - what you think about the community.

Having students list what they like about the community, what they like about other communities, and what they would like to see improved in the community helps them become more aware of what they want to preserve and what they want to change in the community. Have each student compile a separate list first and then compare it to what others have noted. This makes students aware of what others like and what they would like to change in the community. If given enough time, students should end up with general group assessment about what they like and what they would like to change in the community. Going through this process is a valuable experience in itself and helps to teach effective group discussion and decision-making. (See Activity Master 3-2).

Practical Application:

Identifying community needs - what other community residents think about the community.

Interviews with individuals other than the students not only expand the number of people being asked for their opinions, but give the students an opportunity to compare their own views with those of others. If the responses from the interviews are basically the same as the students', it would seem to indicate that the students and those interviewed hold similar views about the community. If their views differ, the students should look at these differences and try to reconcile them. (See Activity Master 3-2).

Additional Activities

1. You may want to invite one of the persons who "make things happen" in the community to meet with the students.
2. Representatives from several of the organizations that might be of help to the chapter could be invited to meet with the students to discuss how they could work together.
3. People who "make things happen" in the community could be interviewed by the students to learn how they feel about the community and what changes they would like to see.

Review Questions and Answers

1. What are some of the groups and organizations in the community which might work with your chapter?

   Naming groups and organizations which might work with the FFA chapter should not be difficult. Students should be en-

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couraged to list five to ten groups. If they do not know the correct name of the organization, they should describe the group and identify it as fully as possible.

2. How would you identify some of the individuals and programs in the community that help to make things happen?

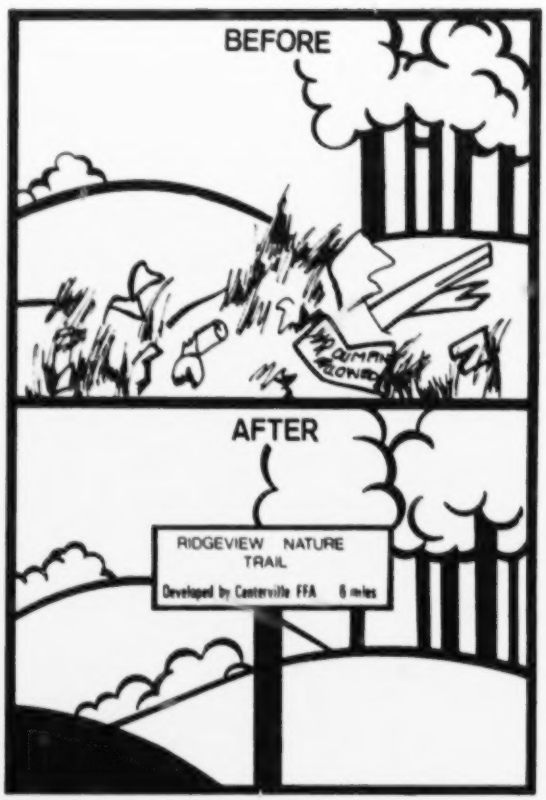
   Students can identify individuals and programs that "make things happen" by checking the local paper (seeing how many times a person's name is mentioned in connection with various civic activities), listening to local announcements and news on the radio, and from their own knowledge of people and programs in the community. Another way is to identify some major community event (parade, fair, large meeting) and see who gets the attention, who seems to "be in charge."

3. If you were to interview people in the community, how would you go about selecting those to be interviewed?

   There is no need to go to the trouble of a complicated sampling process. The best answer here is: (1) a convenience sample obtained by interviewing persons who are readily available (such as those going in and out of a local store); (2) a quota sample which might mean you would like to interview 10 men and 10 women; or (3) interviews with some of the community leaders; those who help "make things happen."

4. Why should your chapter spend time collecting ideas and identifying needs?

   If the chapter just goes ahead and "starts doing something," a number of serious problems can develop. Some other group may be already working on this same project, which can lead to duplication and/or competition. Your chapter may lose interest or find the project is more difficult than the chapter can handle. The project may not be able to accomplish what you hoped it would accomplish. Taking time to collect ideas and discussing project ideas in advance won't solve all the problems, but it will reduce problems.



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IDENTIFYING COOPERATING GROUPS AND ORGANIZATIONS

- YOUTH ORGANIZATIONS
- COMMUNITY CIVIC GROUPS
- FARM ORGANIZATIONS
- CHURCH GROUPS
- RECREATION CLUBS AND ORGANIZATIONS
- BUSINESS AND PROFESSIONAL GROUPS
- VETERANS ORGANIZATIONS
- WOMEN'S CLUBS AND ORGANIZATIONS
- OTHERS

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IDENTIFYING COMMUNITY NEEDS

- LIST WHAT YOU LIKE BEST ABOUT OTHER COMMUNITIES
- LIST WHAT YOU THINK NEEDS TO BE IMPROVED IN THE COMMUNITY
- ASK COMMUNITY LEADERS ABOUT THE COMMUNITY
- DIRECT OBSERVATION
- INTERVIEW COMMUNITY RESIDENTS
- ASK COMMUNITY RESIDENTS TO FILL OUT A QUESTIONNAIRE
- LOOK AT INFORMATION ALREADY AVAILABLE ON THE COMMUNITY

Identifying Potential Projects

Chapter IV

Teacher's Plan

Enterprise or Activity:
Community Development

Content to be Covered:
Identifying Potential Projects

Student Objectives:
In this chapter the student will learn to:

1. Determine possible projects for the chapter and the community based on the needs of the community.
2. Identify information to collect about the potential projects.
3. Determine ways to collect information.
4. Study the information.

Interest Approach:
Have the chapter members identify some community projects which have been completed in the last year or two, preferably ones carried out by local service organizations or civic groups.

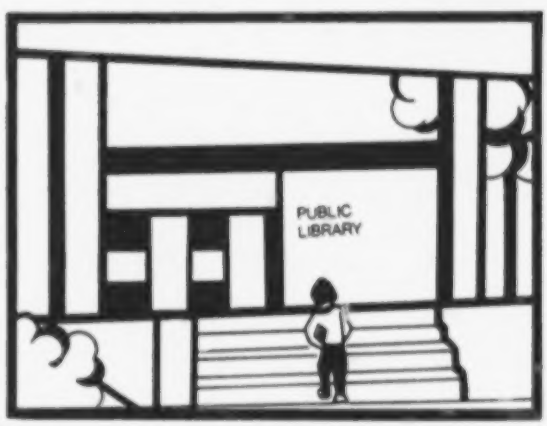
Have one or more persons from these groups meet with the FFA chapter and tell how the groups identified the projects and information they gathered to help them reach a decision. If the projects were spontaneous, ask those involved if they had the opportunity, would they have preferred to plan the project.

Practical Application:
Identifying information to collect.

Once the potential projects have been identified, it is important to list the information the chapter needs and steps to accomplish the projects successfully. The objective is to make sure that adequate, relevant information is gathered at the beginning. The first decision concerns what information is needed. Usually it is easier to let students list as many things as they wish. Later the list can be reviewed for gaps in the information as well as for information that is needed but not necessary. The final step in this exercise is to list possible sources for each item of information. Where no source is listed for some items of information have several students volunteer to identify a source and obtain the information. (See Activity Master 4-1)

Practical Application:
Determining ways of collecting the information.

Even though a list of items of information needed and the possible sources have been prepared, chapter members will want to discuss how this information can be collected. In some cases it may mean locating a book or report which contains the information. In other cases it may call for interviewing of



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other persons to obtain data. In a number of instances, more than one source may be suggested. Have the students decide which source can be tapped most easily and which source can supply the best information. After the students have had an opportunity to gather the information, it should prove interesting to have them discuss what problems, if any, they encountered. Also, they might have suggestions for future collection of such information. (See Activity Master 4-2)

Practical Application:

Studying the information.

Collecting the information is only a part of the job. Now the students need to study it to decide if it is accurate and determine which items of information are more important for the particular project being considered. Some of the information may not agree with other facts collected. This is not unusual and will give students some experience in evaluation, collection and problem solving.

Additional Activities

1. You may want to invite a librarian to meet with the students to discuss sources of information, particularly reference materials.
2. Two groups of students could be asked to look at the information and then compare findings. It is quite likely that the two groups will view the information somewhat differently and may emphasize different points. This will help to point out how the same information does not always lead to the same interpretation.
3. The students could be asked to rate the various sources of information according to which source provided the most useful information with the least amount of additional work.

Review Questions and Answers

1. How can you decide whether or not potential projects are suitable for your chapter and the community?

   There is no sure way to determine if projects are suitable for your chapter and the community, but if students will ask the questions listed on AM 4-1 in the Teacher's Plan they will have a much better idea whether the chapter has the time and resources (including money) to carry it out. They can judge how important the project will be to the community. They can learn if some other group is already working on the project. These kinds of questions can help the chapter pick a project that "fits" both the chapter and the community.

2. What are some ways an FFA chapter can collect information about potential projects?

   There are several ways a chapter can go about collecting information. The school

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and local library have a number of reference books with information on the state, county and community. Statistics on population, crime, accidents, employment, and hundreds of other activities and items are available. People in the community can contribute information about a potential project. Another nearby community may have carried out a somewhat similar project. This should be a prime source for information, including commentary on the implemented project. Special state and national organizations with a particular interest in the project can supply literature and suggestions. There are other ways, but this should give the FFA chapter a start.

3. How does a chapter know what information to collect?
   Knowing what information to collect is not always easy, but once a potential project has been suggested there are two types of information. First, there is the information about project costs, needed completion time, special skills needed, resources required, etc. Second, there is information needed for the specific project which has been proposed. It is this second kind of information that may be most frequently overlooked because it is specific to the project.
4. What does a chapter do with the information after it is collected?
   Some groups feel that the job is completed when the information is collected. Actually, the work is just beginning. First, the chapter should decide what information collected is most relevant to the specific project. Second, the chapter should determine if any of the information is incomplete or inaccurate. If conflicting information is obtained, students must determine which information is accurate before the project is initiated. Third, students must assemble the information to evaluate possible continuation and implementation of the project.

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INFORMATION NEEDED ABOUT PROJECTS

PROPOSED PROJECT _____

- HOW MUCH WILL IT COST?

- HOW LONG WILL IT TAKE TO GET THE PROJECT STARTED?

- WHAT OTHER GROUPS OR INDIVIDUALS WILL BE NEEDED?

- WHAT SPECIAL SKILLS MAY BE REQUIRED?

- WHAT RESOURCES WILL BE NEEDED?

- IS IT POSSIBLE TO GET PERMISSION AND AUTHORITY TO CARRY OUT THE PROJECT?

- HOW WILL IT BENEFIT THE COMMUNITY?

- WHEN WILL IT NEED TO BE COMPLETED?

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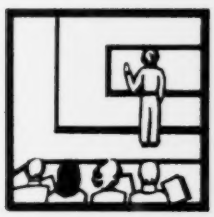
HOW AND WHERE TO COLLECT INFORMATION NEEDED ON PROJECTS

- CONTACT RESOURCE PERSONS
- CHECK SCHOOL AND PUBLIC LIBRARY
- ARRANGE TOURS AND TRIPS
- OBSERVE WHAT HAS BEEN ACCOMPLISHED
- OBSERVE WHAT NEEDS TO BE ACCOMPLISHED
- ASK QUESTIONS OF THOSE WHO MAY BENEFIT FROM THE PROJECT
- CONTACT STATE AND NATIONAL ORGANIZATIONS WITH AN INTEREST IN THE PROJECT



Deciding on the Project

Chapter V

Teacher's Plan

Enterprise or Activity:
Community Development

Content to be Covered:
Deciding on the Project

Student Objectives:
In this chapter the student will learn to:

1. Present information to the chapter.
2. Reach a chapter decision.

Interest Approach:
Have chapter members present information, discuss and decide on a potential BOAC project from among the several identified in Chapter IV.

If potential projects have not been identified, have members quickly suggest two or more possible projects and then discuss how they would go about reaching a decision on which project to select. Have members consider various ways a decision might be reached and discuss the advantages of each approach.

A—POST-GAZETTE, Thurs., July 19, 1962

2 farm groups back program to save soil

The Ohio Farm Bureau Federation thinks the public and farmers are overlooking soil conservation and both parties had better start paying attention before it's too late.

The farm bureau and the Washington-based American Farmland Trust announced Wednesday a year-long, $45,000 effort to focus attention on soil conservation and farmland use in Ohio.

THE FARM bureau is the state's largest farm organization, and the Trust has 25,000 members. William Swank, the ... executive vice president, ... threat of the ... to ensure that ... Presi-

...Soil erosion is not evident to ... Illinois," said Trust President Doug Wheeler. He said five tons of soil to acre a year — the ... average affordable loss — is the equivalent of the thickness of a dime when spread over an acre. Thus, significant losses can be imperceptible.

"IOWA HAS lost half of its soil base in 100 years," Wheeler said. The Ohio project involves an inventory of current land use, prime agricultural land and an interest survey of farmland owners. Defiance, Hancock, Hocking, Lorain and Wayne counties.

Farm product pric...

WASHINGTON (AP) — Farm product prices rose 4.6 percent in August — the biggest monthly increase in more than three years, the Agriculture Department said.

Practical Application:
Presenting information to the chapter.

This activity will give chapter members experience in gathering, preparing and presenting information to the chapter on projects. It is suggested that some new project in the community be selected. Chapter members may have first-hand knowledge of such a project. Stories in the local newspaper may provide sufficient information. In this activity, the project itself is not what is important. Helping chapter members learn how to collect information on a project, how to prepare the information for presentation to the chapter, and actually making a presentation are the important lessons to be learned. If the chapter goes on and discusses the project, several members might be assigned the role of the cautious, concerned citizen who is worried about every new project. Members assigned this role might raise questions about the cost of the project, whether or not it will be good for the community, what else might be done, which would be better, etc.

Practical Application:
Deciding among several potential projects.

It is important for the chapter members to have two or more potential projects to consider so that they can gain experience in judging the relative importance of each of the projects and learn how to reach decisions. They should ask some simple questions such as:

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How long will the project take to complete? How much money will be needed? How important will it be to the community and if the project is not carried out, how much will the community miss it? Answers to these or similar questions on each of the potential projects will help the students judge the merits of each project and help them select those that are best suited for the chapter.

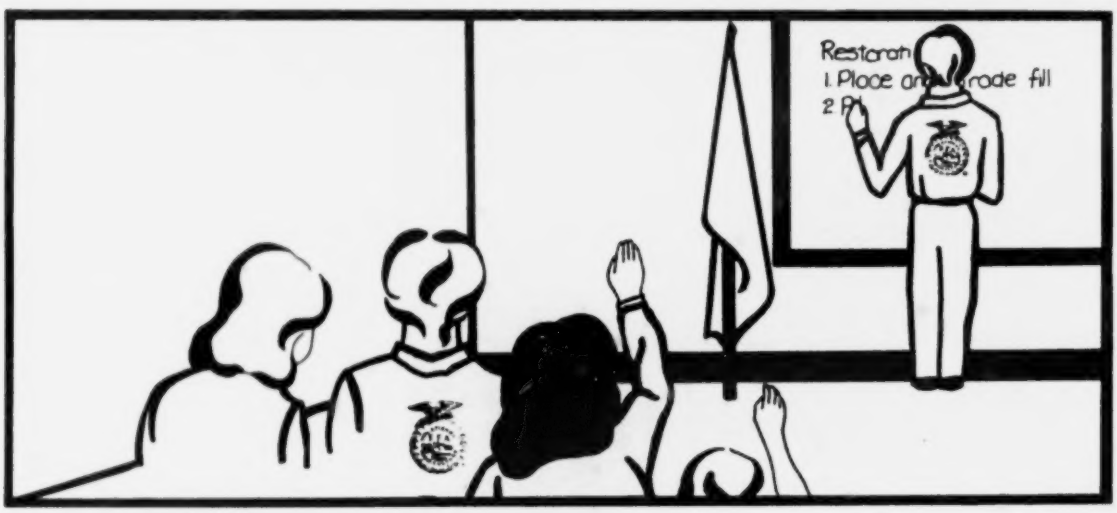
Practical Application:

Reaching a decision on a project.

How a group goes about reaching a decision is the important point here. Good decision-making involves: (1) a process that allows for full and open discussion (consensus is fine, but at least all opinions should be heard and taken into account); and (2) adequate, relevant information available to make a decision. In this activity, members should have the opportunity to state which of the two or more potential projects they prefer and why. Full discussion will frequently lead to general agreement on a particular project. If not, after all opinions have been expressed the chapter should be ready to vote. If possible, the views of those members not in favor of a particular project should be taken into account. This will help build and maintain a strong chapter where the views of all members are considered. (See Activity Master 5-1)

Additional Activities

1. Have the chapter discuss different ways in which decisions are reached by groups. Included here would be consensus (general agreement by all members of the group), majority vote (with a minimum of one more than half the members in agreement), and autocratic vote (one person making the decision). Discuss the advantages and disadvantages of each form of decision-making.
2. Have each chapter member list on a 3 x 5-inch card three goals or objectives for the chapter for the next year. These can be very broad or quite specific. Collect the cards and list and number different suggestions on a black board or on sheets of newsprint. Have chapter members discuss the list. Return the cards to the members. On the back of the



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card, have members list, by number, the three goals or objectives they would like to see adopted by the chapter for the next year. Total the results on the board or newsprint. Have members look at what they suggested originally and how they finally voted. Most of them will have altered their original suggestions based on the suggestions of others and group discussion. This is a good example of how individual views, shared and discussed by a group, can lead to many individuals modifying their views and a group reaching general agreement.

Review Questions and Answers

1. What items of information are necessary about a potential project and how might such information be presented to chapter members?

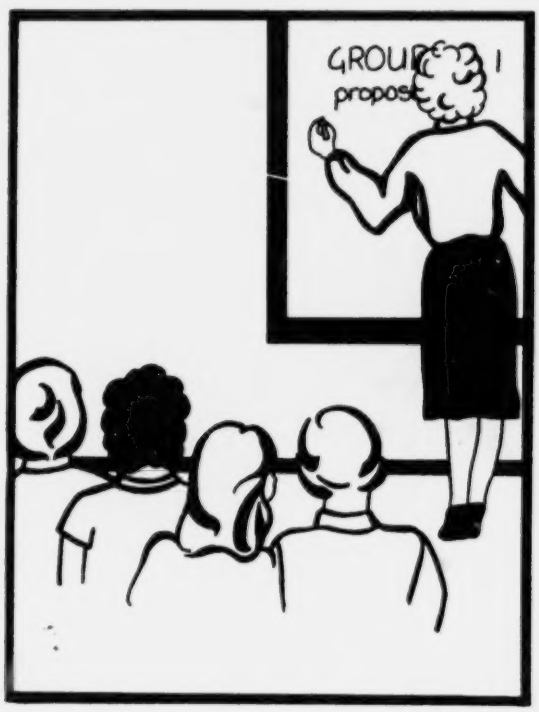
   Listing information needed about a potential project was covered, in part, in Chapter IV. What is important here is <u>how</u> the information might be presented to chapter members. A hand-out to each member at, or before the meeting, listing the relevant information about a proposed project, would be helpful. If there are a number of statistics and/or numbers involved in the presentation, simple visual aids would make this information easier to comprehend. Bringing someone to the meeting who is knowledgeable about the project and its potential value to the chapter and community will strengthen the presentation. This person also should be available to answer questions chapter members might have about the project.

2. How might the chapter members decide which one of three potential projects they will adopt as their BOAC project?

   Deciding which one of three projects to adopt as the BOAC project is important, but how the decision is made is almost as important. The Student Manual offers these suggestions on the decision-making process: (1) make sure that all members have an opportunity to express their opinions; (2) consider different opinions as helpful in bringing out additional information; (3) avoid reaching a decision too quickly; and (4) take a formal vote when it is clear that the members are in general agreement.

3. How might the decision-making process be carried out so that individual members feel their opinions are heard and taken into account?

   First, reaching a decision should not be done quickly. Allow ample time for discus-



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sion. All members should have an opportunity to express their opinions. A "straw vote" (finding out how members feel about something without committing the group) might be taken to see if the group is in agreement before the actual voting takes place. Ask members to express their opinion in writing and have these opinions read to the group or listed on a blackboard or sheet of newsprint. Discuss these opinions before a decision is reached by the group.

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SUGGESTIONS ON HOW TO REACH A DECISION

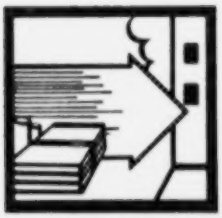
- MAKE SURE ALL RELEVANT INFORMATION HAS BEEN PRESENTED

- MAKE SURE ALL MEMBERS HAVE AN OPPORTUNITY TO EXPRESS THEIR OPINIONS

- CONSIDER DIFFERENT OPINIONS IN SEEKING ADDITIONAL INFORMATION

- TAKE A VOTE WHEN MEMBERS ARE IN GENERAL AGREEMENT

- AVOID REACHING A CONCLUSION TOO QUICKLY



Getting Ready for Action

Chapter VI

Teacher's Plan

Enterprise or Activity:
Community Development

Content to be Covered:
Getting Ready for Action

Student Objectives:
In this chapter the student will learn to:

1. Explain what a "plan of action" is.
2. Explain who is involved in developing the chapter "plan of action."
3. Identify the people who will be affected by and support the activity.
4. Identify ways of gaining the support of individuals and groups.
5. Obtain the necessary resources for the activity.
6. Develop a "plan of action" for the chapter activity.

Interest Approach:
Have each student name two or three important community problems.

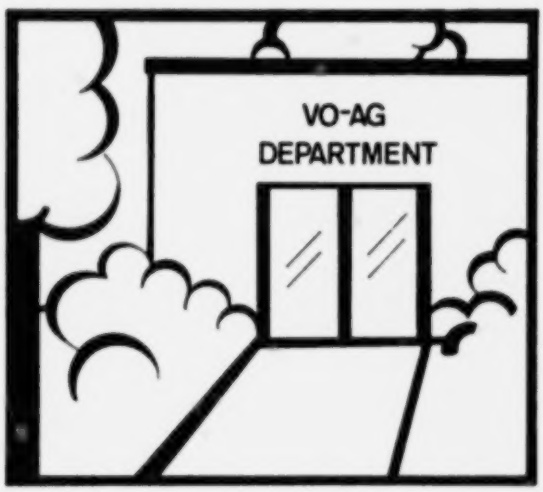
After placing these on the chalkboard, eliminating duplication, select one problem as a sample in developing the planning process. Using this sample, work with the group to identify the five steps of the community problem solving process.

Practical Application:
Understanding what a "plan of action" is and who is involved in developing the plan for a chapter.

A good "plan of action" is much like a good program of activities for a chapter. The committee or group responsible for the activity, with the help of the advisor, needs to develop the plan of action. After careful discussion, the steps necessary to complete the project are listed. This may be done by listing the steps on the chalkboard. Next, these are put in the proper order, and ways to accomplish each step are listed. The plan should move the group from an idea to a completed project. The plan will include the activities, who is responsible, when the activity is to be completed, and ways and means to accomplish it.

The group responsible will complete their plan by preparing, in writing, the above information for the activity to be completed.

Practical Application:
Identifying the individuals and groups who will be most affected by and support the activity.



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Developing a list of people or groups who would be affected by the proposed activity accomplishes two important objectives: (1) students learn that people in a community are concerned about what happens; and (2) those who can be expected to support the activity can be identified. After the list has been compiled, the students would decide who on the list will be supportive of the activity and who will need to be convinced that the project is in their best interest. Community leaders who are supportive of the project are thus identified. They should be contacted early in the planning stage because their influence will have a great impact on the success or failure of a project.

Practical Application:

Developing ways of gaining the support and help of community, individuals and groups.

To gain the support of people, chapter members should realize that they must have the answers to many questions. The chapter or a subcommittee must do its homework. Develop first a list of questions that may be asked about the project. Gather information about these questions, get answers and collect materials that support the activity selected. Once all the supporting information has been obtained, the group can organize "chapter information teams" to begin contacting key individuals in the community. The chapter may hold a special chapter meeting to hear the "feedback" from those who visited key individuals. The original plan may be modified and a broad-coverage public relations program be developed to gain community support. One way is to have the public relations committee develop radio programs, TV shows, member presentations and newspaper articles.

Practical Application:

Mobilizing the available resources.

A directory of local agencies and organizations and the yellow pages of the telephone book may be of help in identifying group resources available.

The committee in charge of the activity should list those who may be sources of support through time, money or materials. The whole chapter should view the list after which the committee plans ways to contact each group or individual for their special contribution. As each contribution is completed, the group must make a record of the contribution agreed upon and how it is to be made as a part of the total activity. Records and recognition are important parts of planned activity involving the support of community groups and individuals.

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Practical Application:

Developing a "plan of action" for the activity.

Because of the similarity between a chapter program of activities and a project plan of action, a chapter must first plan and then carry out the activity. Setting goals and having a time table for completion are essentials of any good plan.

The chapter committee should function as a group and present to the chapter for its approval a clear, concise, written plan of action. It should include the following:

1. The identification of community needs.
2. The name of the project or activity selected.
3. A detailed plan for the activity.
   - What is the activity?
   - Who will carry it out?
   - How will the cost be met?
   - When will it be completed?
   - How will it be publicized and promoted?
4. Support groups and individuals.
5. Plans for group and individual recognition of achievement.

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Additional Activities:

1. Make a list of activities the FFA chapter talked about but never completed because they did not have good member support.
2. Make a list of community activities or projects talked about but never completed because they did not have support of the people.
3. Explain how an FFA chapter program of activities is similar to an activity "action plan."
4. Make plans for an "open forum" meeting to explain the chapter activity to the community and obtain questions and feedback.
5. Role play an "action plan" with some chapter member being opposed to the activity and some in support of the activity.

Review Questions and Answers

1. What is a "plan of action"?

   A plan of action or "action plan" is a step by step well-thought-out and written way to proceed from an idea to a completed activity. A good plan includes such things as what is to be done, who will do the work, who will pay for the project, who is responsible and when the activity will be completed.

2. Why is it important to plan a project very carefully before carrying it out?

   It is important to plan any project or activity well in advance of carrying it to completion. A good plan saves time and energy, makes the work progress more smoothly and frequently saves costly mistakes and changes. Good planning usually results in more effective and positive support from the people in the school and community.

3. Who in an FFA chapter is responsible for developing a "plan of action"?

   The FFA chapter members are responsible for the activity or project. Thus, the members or a subcommittee should be responsible for the project plan. The chapter members will ask for and receive help from their advisors as well as from many people in the community.

4. How can a local FFA chapter identify the people and groups in the community who will support an activity?

   One way a chapter can identify and obtain community support is by asking people in the community who they would seek for help. This can be done as a survey to determine the opinion leaders in the community. The chapter members may develop a list of their own and then have it checked by their advisors, school administrators and other selected adults.

5. What are the steps to follow in developing a good plan for a BOAC project?

   When an FFA chapter decides to get involved in the "Building Our American Communities" program, it would be most appropriate for the chapter to follow steps outlined in the BOAC Committee Handbook.

   1. **Identify and study community needs.**
   2. **Select a high priority BOAC project.**
   3. **Select a BOAC chairperson and committee.**
   4. **Make and carry out a project plan for the BOAC project.**
   5. **Publicize the BOAC project.**
   6. **Recognize group and individual effort and achievement.**
   7. **Apply for chapter and member recognition.**

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Making Things Happen

Chapter VII

Teacher's Plan

Enterprise or Activity:
Community Development

Content to be Covered:
Making Things Happen

Student Objectives:
In this chapter the student will learn to:

1. Assign individuals and/or groups to work on action teams.
2. Initiate the action plan.
3. Make sure the plan is being carried out.
4. Establish an appropriate central control and reporting system.
5. Publicize the action plan.
6. Bring closure to the project.

Interest Approach:
A good FFA chapter is a catalyst in its community and makes things happen. It is important that what happens is well planned and that the activity is timely and appropriate.

Start the students thinking about making things happen by using the following example situation:

An FFA chapter has 25 members. As a chapter they plan to landscape around the agricultural building at the school. What questions need to be answered before work actually begins? How can they organize their chapter to be sure the work is well performed and is completed in a reasonable time?

After the students have worked through this simple problem, they will be ready to plan and carry out their chapter activity.

Practical Application:
Assigning individuals and/or groups to work on action teams.

The involvement of chapter members is very important both in planning and carrying out the project plan of action. Ideally, all chapter members should be involved, however, in large chapters that may not be possible. The placement of FFA members in the correct work group or on the right committee is very important. This is usually achieved by chapter officers with the help of the advisor(s). In large chapters it may be the re-

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sponsibility of a subcommittee or its chairperson. It is always good to ask for volunteers for the action teams, but the group of volunteers must be interested in the activity and work well together. The chapter advisor(s) should check very carefully to be sure the team members work well together and that there is a good mix of experienced members and "green hands" on each work team. The organizing of the action teams is a crucial step in the planning and carrying out of a project. Careful and serious consideration must be given to the placement of members on the correct team.

Practical Application:

Initiating the action plan.

It is important to start the activity on a high note with plenty of positive publicity and involvement by chapter members and others who will be participating.

Make specific assignments for individuals and the action teams. Provide plenty of information about what each group is to do, when it is to be accomplished and who and how people will be affected. Be sure that members and others know who can answer any questions.

Publicity is very important in starting the activity. Action pictures taken before the project begins and stories on radio and TV and in the newspapers should let people know what is planned and when the activity will begin. Check your BOAC Media Kit available from R.J. Reynolds Industries, Inc., the national BOAC sponsor. The BOAC Idea Book contained in the Kit has some excellent ideas on publicity plus a number of good examples of announcements, progress and completion news releases.

Practical Application:

Making sure the action plan is being carried out.

The chapter is responsible for carrying out the planned activity. The BOAC program is an important part of the community service area of the total chapter program of activities. Good chapters have a progress report given at each chapter meeting by the BOAC committee chairman. If the BOAC committee has developed a group of subcommittees or action teams, each of these will need to report at every committee meeting.

Many chapters may find it helpful to have some type of committee activity progress chart. This may take the form of a record of things to do, dates and results. Such a chart serves as a good reminder of progress and what is yet to be done. (See Activity Masters 7-1 and 7-2)

If the project involves and affects other people, some method should be planned to inform others of progress being made. This may be done through a written newsletter, posters in public places or publicity stories in newspapers, on radio or television. Where the project is a very large activity that runs for several months or over a year, a series of reports or progress meetings involving community leaders is often desirable.

Practical Application:

Establishing an appropriate central control and reporting system.

Rarely is an activity carried to completion as it has been planned. Invariably, plans are changed, and the action steps are changed as the activity is being carried out. The local FFA chapter and its advisor(s) will need to monitor the action and make sure the plans are changed from time to time as needed.

Most FFA chapters work with a rather formalized committee structure. Thus it makes sense to use some type of committee arrangement for control of a BOAC project. Frequently, a four-step or level approach is best. The levels of control and decision making would then be as follows:

Level 1. The subcommittee for each

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part of the chapter/BOAC program.

Level 2. The total BOAC committee. The committee would make sure that all subcommittees are coordinating and that progress is being made.

Level 3. The FFA Chapter Community Service Committee. This committee would make sure that the BOAC program was in line with the total chapter program of activities.

Level 4. The local FFA chapter would hear reports about the progress of the BOAC project and would make decisions about directions and/or adjustments in the program.

The FFA chapter advisor(s) would need to work very closely with the chapter members on the BOAC committee. They will also need to work closely with local school officials and community leaders, keeping them informed of progress and obtaining ideas and support.

Practical Application:

Publicizing the Action Plan

During the time the action plan is being carried out, it should be publicized, and the public should know what is being done and what progress is being made. The action plan may be presented in printed or chart form and shared with chapter members and others. It may also be placed on a bulletin board in the vocational agriculture classroom. The plan should be shared with special groups and through newspaper articles or radio or television programs. By publicizing the action plan, people know what the chapter plans and provide support and help as needed. The plan also serves as a public commitment on the part of the chapter. It says "This is what we plan to do and how we plan to do it."

Practical Application:

Bringing Closure to the Project

After completing a good BOAC project or activity, it is very important to have some type of recognition activity. This essential part should be planned for as one step in carrying out a good project. A summary recognition activity may take the form of a community-wide open meeting or a local FFA chapter banquet. Here individuals and groups should be recognized and appropriate news releases distributed. Photographs should be taken and radio and TV interviews planned. It is always appropriate to present certificates, plaques and special awards where merited.

In the case of continuation projects, or those running more than one year, this concluding activity may serve as an introductory and motivating meeting for the next year.

See your BOAC Media Kit from R.J. Reynolds Industries, Inc. for other ideas on project publicity and for materials.

An important final part of the project is completing the application for the FFA "Building Our American Communities" Awards Program. (See BOAC Committee Handbook for Application and Recognition Program)

Additional Activities:

1. Have the BOAC committee write a series of news articles about the planned BOAC program before it is carried out. These may then be revised and rewritten as the parts of the program are completed.
2. Assign committee members to BOAC planning committees. After seeing how these committees function adjustments may be made in committee membership.
3. Get as many people as possible involved in the start of the BOAC program. Visable support and commit-

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ment will mean greater continued support later in the project.

4. The advisor(s) and selected FFA members need to become very well acquainted with individual news media personnel. Plan with the news media for future publicity.
5. Be sure that the BOAC program is a chapter program. Chapter committee chairpersons should report to community groups through formal and informal channels. A slide show as a project progress report is excellent.

Review Questions and Answers

1. What are some good ways FFA members can be assigned to BOAC work or action committees?

   Many times FFA members may volunteer or ask to serve on a particular committee. This indicates a special interest and is most helpful. Members assigned to committees should be willing to work and have some interest. Different-age members should be assigned to a committee. This develops future leadership and provides for better continuity. In some chapters it may be best to assign class members to one committee, while in others a mix works best. The advisor(s) can be very helpful to the chapter in planning and establishing good committees.

2. Why is it important to have all members of an FFA chapter actively involved in the chapter BOAC project?

   Chapter members should be interested in the improvement of their community. By being actively involved in the chapter BOAC project, they demonstrate their interest. This enthusiasm frequently spreads interest and continued improvement.

3. What types of publicity media are good to use when informing the public about a BOAC project?

   The local news media (radio, TV and newspaper) need to be used when informing the public about the chapter BOAC project. In addition the school newspaper, bulletin boards, posters, flyers, telephone chains and various types of open forum meetings may be appropriate.

4. How is a progress chart prepared and kept current for a chapter BOAC project?

   Progress charts can be most helpful in reporting progress and in motivating the chapter members and others. The charts may be in various forms such as a pie,

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thermometer, etc. (See Activity Masters 7-1 and 7-2)

5. How are committees organized and how do they operate in a good FFA chapter?

   The total FFA chapter frequently functions much like a committee of the whole. Each section of the chapter program of activities has a committee and there may be one or more subcommittees for each section. Most chapters have a clear and well-planned committee structure that is responsible for carrying out the business of the chapter. However, special committees may be used from time to time.

6. What are some ways chapter members and individuals in the community can be recognized for their special help and support on a BOAC project?

   Appropriate community-wide meetings are an excellent way to recognize chapter member accomplishments. For example:

   Chapter banquets
   Chapter special programs
   Chapter open house
   Public community forum meetings
   Civic functions
   Special community days

   Newspaper, radio and television publicity is appropriate and valuable. The presentation of certificates, plaques or special awards are desirable. The BOAC application forms should be completed and chapter-member and local-leader recognition awards should be used. (See Activity Master 7-3 and 7-4)

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BOAC COMMITTEE PROGRESS CHART

Project Activities	Names of Members Responsible	Number of Members Involved	Number of Others Involved	Hours Worked	Completion Date	Dollars Spent	Accomplishments
	Totals						

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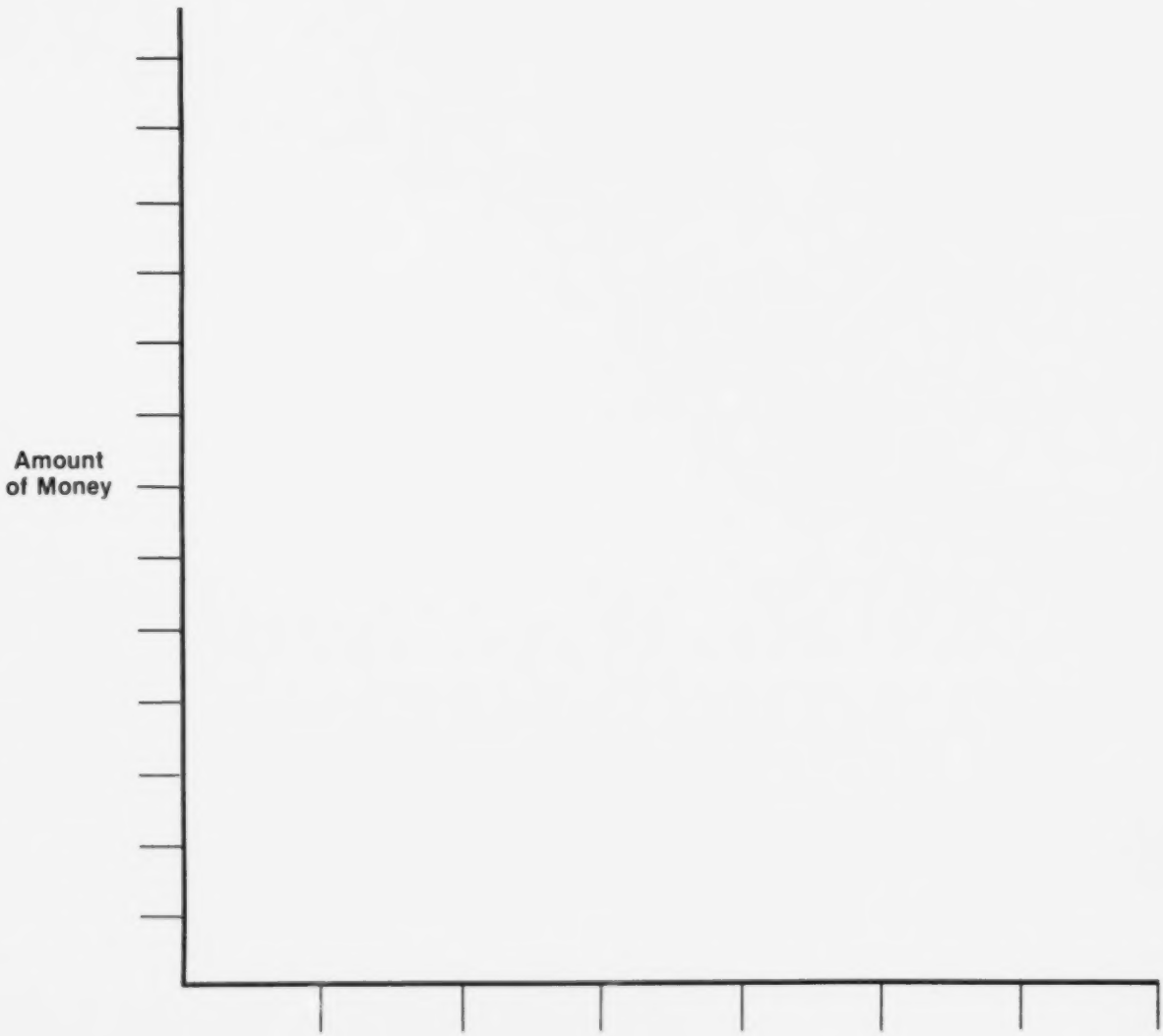
Project Name _____

FUNDING FOR BOAC PROJECTS



BOAC

Building Our American Communities

Achievement in Volunteerism

presented to

for
exemplary service in community development through
the FFA's
Building Our American Communities program

presented by

National FFA President

National FFA Advisor

Sponsored by R.J. Reynolds Industries, Inc.
Winston-Salem, North Carolina

BOAC

FFA - BUILDING OUR AMERICAN COMMUNITIES

PRESENTED TO

_____

Group

for outstanding service in making our community a better place in which to live and work.

Presented by the _____

FFA Chapter

_____ _____

Chapter FFA President Chapter FFA Advisor

_____ _____

FFA Community Development Chairman School Official

_____

Date

Chapter VIII

Learning From What We Did

Teacher's Plan

Enterprise or Activity:
Community Development

Content to be Covered:
Learning From What We Did

Student Objectives:
In this chapter the student will learn to:

1. Look at the results and decide what they mean to the chapter for the future.
2. Look at the total process and what the chapter members learned from it.
3. Determine how the community feels about the project and its benefits to the community.

Interest Approach:

Invite someone from the community who has given leadership to a community project or activity to meet with the chapter to discuss the project.

Ask the visitor to give special attention to two questions: (1) did the project or activity turn out as expected? (If not, what happened and why?); and (2) if the project was to be repeated, what changes would be made, based on what was learned in carrying out the project the first time? Answers to these questions will help focus attention on the theme of this chapter — "Learning From What We Did." (See Activity Master 8-1)

Practical Application:

Deciding what the project means to chapter members.

This activity helps chapter members to: (1) evaluate how well they did in carrying out the project; (2) identify new things they learned about the community; and (3) identify what they may have personally gained through this experience. Hopefully, chapter members have learned a great deal from the project, but they may not fully realize it. Too often, all the energy and interest have been focused on completing a successful project. As important as this is, the greatest gain may be to the members. (See Activity Master 8-2)

By evaluating how well they carried out the project, members have an opportunity to review the various steps in the process of carrying out a successful project. If chapter members identify facts they have learned about the community, results may surprise them. This learning came about as they gathered information for the project, talked with community leaders and carried out the project. Finally, members may have gained a better understanding of how to work in a group and how to carry out a specific activity. They may feel more confident of their own ability in these areas. Their knowledge of the community and its leaders should have increased. Most chapter members will have grown through their participation in the community project.

Practical Application:

Deciding what the project means to the community.

Visiting the completed project, talking with community people familiar with the project, and asking a few leaders in the community to give their reactions to the project will provide the chapter members with community feedback. If the project is intended to be of value to the community, it is important to find out what the community thinks about it. The most important evaluation of the chapter's efforts should come from the community. In addi-

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tion, community feed-back can help the chapter identify any aspects of the project that need to be changed.

Additional Activities

1. Have chapter members check records to find out what was said about the project before it was undertaken. What were the hopes and expectations? Then have members look at the way the project actually turned out. If there are differences between the plans and the results, discuss the reasons for these differences.
2. Ask each member to suggest one change he or she would like to see in the project. Discuss these suggested changes to determine if they are practical, if the chapter agrees with them, and if they can be carried out. Members might want to consider why these suggestions didn't occur earlier. Are these things that members should have thought of?

Review Questions and Answers

1. What are the steps in the community development process?

   The exact number and description of each step in the process is less important than knowing that there is a series of steps to be followed if a project is to be successful. The chapter should look at several needs or activities, gather information about them, decide on a project involving the entire chapter, develop a plan for action, implement the plan, and then review what has been accomplished. Careful planning, full participation, and carrying out a project through a series of well-thought-out steps and stages will greatly increase the chances for a successful BOAC project.

2. How can the experience gained from a completed BOAC project help a chapter with a future project?

   Although each project is different, what members learn about the process in one project can be applied to other projects and will increase the chapter's chances for success. Gathering information, involving chapter members in the decision, plus consulting and involving "outsiders" in carrying out the project are among the experiences gained that will apply to later activities.

3. How might chapter members gain personally from working on a BOAC project?

   Chapter members probably gain more than they realize from working on a BOAC project. They learn how to seek out information, work with others, plan an activity carefully, present their ideas to community leaders, help make and carry out decisions. This is learning through doing. It helps chapter members gain valuable experience that will serve them throughout their lives in family work and community service situations.

4. What benefits might the community realize from the BOAC project?

   The two major gains for the community from the BOAC project are: (1) the completion of a community project that will directly improve the community; and (2) the participation of young members of the community in an activity that meets some specific need. An FFA chapter, frequently in cooperation with others in the community, can accept projects that have an important impact on the community both in what is accomplished and how people work together to achieve results.

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LEARNING FROM WHAT WE DID

- DID THE PROJECT TURN OUT AS YOU EXPECTED?

- IF NOT, WHAT HAPPENED AND WHY?

- IF YOU WERE GOING TO CARRY OUT THE SAME PROJECT AGAIN, WHAT CHANGES WOULD YOU MAKE?

- WHAT ONGOING RESPONSIBILITY, IF ANY, DID YOU HAVE FOR THE PROJECT?

HOW VALUABLE WAS THE EXPERIENCE?

- DID MEMBERS GAIN A GREATER AWARENESS OF THE COMMUNITY AND ITS NEEDS?

- DID MEMBERS GROW AS INDIVIDUALS THROUGH THE EXPERIENCE?

- DID MEMBERS GAIN IN THEIR ABILITY TO WORK TOGETHER?

- DID OTHER INDIVIDUALS AND GROUPS LEARN HOW TO WORK WITH THE FFA CHAPTER?

- ARE MEMBERS BETTER PREPARED TO WORK ON OTHER PROJECTS?

- DID THE PROCESS OF WORKING TOGETHER ON A COMMUNITY PROJECT SUCCEED?

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